

# Music Standards Kindergarten

## **1. Hear and make loud and soft sounds. (Expression)**

- A. Tell loud and soft sounds apart.
- B. Make loud and soft sounds when singing, clapping, stomping, and playing class instruments.
- C. Whisper, speak, sing, and call with the correct loudness.
- D. Recognize the difference between head and chest voice.

## **2. Hear and make high and low tones. (Melody)**

- A. Tell high and low tones apart.
- B. Speak with high and low tones.
- C. Hear when tones are getting higher or lower.

## **3. Hear and make a steady beat, long and short sounds, and fast and slow tempos. (Rhythm)**

- A. Hear a steady beat.
- B. Clap and step a steady beat and make a steady beat on class instruments.
- C. Tell long and short sounds and make long and short sounds on class instruments.
- D. Sing long and short sounds and make long and short sounds on class instruments.
- E. Tell fast and slow tempos apart.

## **4. Enjoy many kinds of music and from many countries. (History/Style)**

- A. Say what you think of the music you hear.
- B. Move your body to the music you hear.

## **5. Have useable knowledge of liturgical music. (Liturgy)**

- A. Know easy Bible songs.
- B. Be able to sing along with music in Church.

## **6. Take care of equipment, be a good audience, and perform in a formal setting. (Audience/Performance Skills)**

- A. Take care of class equipment and use only as intended to be used.
- B. Put class equipment away correctly.
- C. Listen quietly and pay attention when others perform.
- D. Use proper etiquette when performing in front of an audience.
- E. Know when to clap at a performance.

# Music Standards

## First Grade

### **1. Show the difference between loud and soft and between fast and slow.**

(Expression)

- A. Hear the difference between loud/soft and fast/slow mixes of sounds.
- B. Play class instruments in mixes of loud/soft and fast/slow mixes of sounds.
- C. Clap and step mixes of loud/soft and fast/slow sounds.
- D. Sing and talk to show mixes of loud/soft and fast/slow sounds.

### **2. Hear high from low and different kinds of sounds. (Tone Color)**

- A. Tell the difference between high and low voices.
- B. Tell the difference between voices and between many instruments.
- C. Know different instruments make sounds in different way.

### **3. Hear and make steady, strong, and silent beats. (Rhythm)**

- A. Hear and physically demonstrate a steady beat.
- B. Hear and physically demonstrate a strong beat.
- C. Follow a beat silently.
- D. Identify and demonstrate quarter note, quarter rest, and eighth notes.
- E. Identify and demonstrate even/uneven patterns.

### **4. Know the difference between same and different. (Rhythm)**

- A. Tell when pictures, sounds, and movements are the same or different.
- B. Make a same or different movement.
- C. Make same or different sounds with your voice or with instruments.
- D. Say how sounds are the same or different.

### **5. Respond to different to different kinds of music. (History/Style)**

- A. Say what you think about many styles of music.
- B. Do simple dances.
- C. Know about simple music of other nations and cultures.
- D. Know about 1-3 major composers chosen to be multicultural and gender fair and some of their famous music.

### **7. Have useable knowledge of liturgical music. (Liturgy)**

- A. Know easy Bible songs.
- B. Be able to sing along with music in Church.

### **8. Take care of equipment, be a good audience, and perform in a formal setting.**

(Audience/Performance Skills)

- A. Take care of class equipment and use only as intended to be used.
- B. Put class equipment away correctly.
- C. Pay attention quietly when others perform.
- D. Use proper etiquette when performing in front of an audience.

# Music Standards

## Second Grade

### **1. Hear crescendo and decrescendo, accents, and changes in dynamics.**

(Expression)

- A. Hear crescendo and decrescendo in music.
- B. Say how you react to crescendo and decrescendo in music.
- C. Use body movement to show your reaction to crescendo and decrescendo.
- D. Hear accents.
- E. Hear changes in dynamics and react with movement.

### **2. Know families of instruments and the four different voices. (Tone Color)**

- A. Know the many ways musical sounds are made.
- B. Know by sight and sound wind, string, and percussion instruments.
- C. Know if class instruments are wind, string, or percussion instruments.

### **3. Know the intervals of the treble clef. (Melody)**

- A. Identify skips, steps, and repeats.
- B. Echo sing.
- C. Sing simple patterns and songs.
- D. Sing La, Sol, Mi, Do. (major 5<sup>th</sup> and major 6<sup>th</sup> intervals)
- E. Improvise simple melodies.

### **4. Hear and make patterns of sounds. (Rhythm)**

- A. Repeat a pattern in music, pictures, dance, and other places.
- B. Identify and perform ostinato patterns.
- C. Identify and demonstrate easy meters, notes, and rests.
- D. Hear and react to tempos.
- E. Improvise simple rhythm patterns.

### **5. Know that music has form. (Form)**

- A. Hear the difference between AB and ABA forms.
- B. Hear the separate sections of AB and ABA forms.

### **6. Hear and make easy kinds of harmony. (Harmony)**

- A. Hear the difference between songs with and without accompaniment.
- B. Play an accompaniment on pitched instruments.

### **7. Participate in patriotic, folk, and ethnic music. (History/Style)**

- A. Hear, sing, and dance to folk and ethnic music.
- B. Know about 1-3 major composers chosen to be multicultural and some of their famous music.

### **8. Have useable knowledge of liturgical music. (Liturgy)**

- A. Be able to sing along with music in Church.
- B. Use hymnals in Church to sing along.

### **9. Take care of equipment, be a good audience, and perform in a formal setting.**

(Audience/Performance Skills)

- A. Take care of class equipment and use only as intended to be used.
- B. Put class equipment away correctly.
- C. Listen quietly and pay attention when others perform.
- D. Use proper etiquette when performing in front of an audience.

# MUSIC STANDARDS

## Third Grade

### **1. Understand the purpose of dynamics in music. (Expression)**

- A. Identify dynamic markings (f, mf, mp, p, pp.)
- B. Demonstrate dynamic markings by singing and playing and with movement.

### **2. Know families of instruments and the four different voices. (Tone Color)**

- A. Know the different ways musical sounds are made and be able to hear the difference between them.
- B. Identify by sight and sound the members of the families of musical instruments.
- C. Know the names and be able to hear the difference between bass, tenor, alto, and soprano voices.

### **3. Under the treble clef and improve your ability to sing solfege (Do, Re, Mi, Sol, La, Do.) (Melody)**

- A. Draw and name the lines and spaces of the treble staff.
- B. Demonstrate the Do, Re, Mi, Sol, La, Do intervals. (octave, major 2<sup>nd</sup> and 3<sup>rd</sup>, perfect 4<sup>th</sup>)
- C. Sing solfege patterns and songs.

### **4. Understand values of notes in basic patterns and meters in 2s and 3s (Rhythm)**

- A. Differentiate music played in 2s and 3s.
- B. Simultaneously sing and clap in 2s and 3s.
- C. Identify and demonstrate whole notes and whole rests.
- D. Count beats and performs rhythmic patterns in 3/4 and 4/4.

### **5. Recognize musical phrase form and repeated patterns. (Form)**

- A. Identify repeated phrases.
- B. Say/write letters to identify forms: AB, ABA, and RONDO.

### **6. Understand how sounds are combined and layered. (Harmony)**

- A. Play triads on pitched instruments.
- B. Sing rounds.

### **7. Participate in folk music, ethnic music, and historically important music. (History/Style)**

- A. Identify, sing, and dance to folk and ethnic music.
- B. Sing historically significant songs.
- C. Study the basic facts (name, life, dates, home nation or place, historical status) and recognize a few of the famous compositions.

### **8. Watch a musical; critique and differentiate elements. (Musical Culture)**

- A. Use musical terms to express feelings about the musical.
- B. Understand the different elements that make up the musical.

**9. Have useable knowledge of liturgical music. (Liturgy)**

- A. Be able to fully participate in all musical aspects of the liturgy.
- B. Be able to apply knowledge of liturgical music to help select music for a Church service.

**10. Take care of equipment, be a good audience member, and perform in a formal setting. (Audience/Performance Skills)**

- A. Use classroom equipment/materials with care for intended use only.
- B. Show quiet and appreciative attention to the performance of others.
- C. Use proper etiquette when performing for an audience.
- D. Be able to work for good group singing, playing, and performing.

# MUSIC STANDARDS

## Fourth Grade

### 1. Understand dynamic contrast. (Expression)

- A. Sing and play patterns with different dynamics.
- B. Explain how dynamics affect the mood of a song.

### 2. Understand timbre in instruments and voices. (Tone Color)

- A. Know the meaning of timbre.
- B. Identify instruments by sight and sound.
- C. Identify by sound of male, female and child timbres.

### 3. Understand key tonal center and be able to play a recorder. (Fa, Ti) (Melody)

- A. Read and play notes on staff and be able to draw and name the parts of the staff.
- B. Play simple songs with the group.

### 4. Understand the basic notes and the basic elements of tempo. (Rhythm)

- A. Read and play notes on staff and be able to draw and name the parts of the staff.
- B. Read and react to those notes in  $\frac{3}{4}$ ,  $\frac{4}{4}$ , and  $\frac{6}{8}$  meters.
- C. Sing or play rhythmic patterns with tempo markings.
- D. Hear and react with movement to tempo markings.
- E. Create rhythmic patterns with tempo markings.

### 5. Understand musical phrase form. (Form)

- A. Identify repeated phrases and say and write letters to indicate forms.
- B. Recognize rondo form (ABACA) and identify separate phrases.
- C. Improvise movement to identify and respond to separate phrases.

### 6. Make harmony using different methods. (Harmony)

- A. Sing in rounds and play rounds on pitched instruments.
- B. Sing and/or play ostinato patterns with a melody.

### 7. Understand some styles of music and how they originated. (History/Style)

- A. Identify by ear some basic examples of the styles.
- B. Explain with a clear basis a reaction to or evaluation of the style.
- C. Explain how the styles originated.
- D. Say, in simple musical terms, how the styles are different.

### 8. Watch a musical; critique and differentiate the musical elements. (Musical Culture)

- A. Use musical terms to express feelings about the musical.
- B. Understand the different elements that make up the musical.

### 9. Have useable knowledge of liturgical music. (Liturgy)

- A. Be able to fully participate in all musical aspects of the liturgy.
- B. Be able to apply knowledge of liturgical music to help select music for a Church service.

### 10. Take care of equipment, be a good audience member, and perform in a formal setting. (Audience/Performance Skills)

- A. Use and store classroom equipment properly and care for the recorder.
- B. Show quiet and appreciative attention to the performance of others.
- C. Use proper etiquette when performing for an audience.
- D. Work for good group singing, playing, and performing.

# MUSIC STANDARDS

## Fifth Grade

### **1. Understand how major and minor modes affect music. (Expression/Performance)**

- A. Distinguish, through listening, the difference between major and minor modes.
- B. Describe the difference, using clear words, between major and minor modes.

### **2. Understand the difference between orchestras and bands. (Tone Color)**

- A. Identify instruments by sight and sound.
- B. Know the difference between the composition of an orchestra and a band, and be able to hear the difference.

### **3. Understand key tonal center and be able to play a recorder. (Melody/Harmony)**

- A. Draw the grand staff and name the parts.
- B. Read notes on the grand staff.

### **4. Understand note values and their corresponding rests. (Rhythm)**

- A. Read and perform notated rhythms on pitched and unpitched instruments.
- B. Write notes and rests.
- C. Complete written measures using rhythmic notation.
- D. Use movement to demonstrate time values.

### **5. Understand musical form. (Form)**

- A. Identify and respond to themes and variations.
- B. Notate form.
- C. Identify, notate, and respond with movement.

### **6. Possess a basic knowledge of American music. (History/Style)**

- A. Know major sources of American music.
- B. Name and identify major forms of expression of American music, including jazz, gospel, rock, folk, patriotic, etc.
- C. Know the origins and development of these expressive forms.
- D. Know the basic facts, such as name, life dates, home nation, historical status, etc. and recognize a few famous compositions.

### **7. Watch a musical; critique and differentiate the musical elements. (Musical Culture)**

- A. Use musical terms to express feelings about the musical.
- B. Understand the different elements that make up the musical.

### **8. Have useable knowledge of liturgical music. (Liturgy)**

- A. Be able to fully participate in all musical aspects of the liturgy.
- B. Be able to apply knowledge of liturgical music to select music for several Church services.
- C. Participate as a song leader at one Church service, either in a small group or alone.

### **9. Take care of equipment, be a good audience member, and perform in a formal setting. (Audience/Performance Skills)**

- A. Use and store classroom equipment properly.
- B. Show quiet and appreciative attention to the performance of others.
- C. Work for good group singing, playing, and performing.
- D. Use correct posture for singing, playing, and breathing.

# MUSIC STANDARDS

## Sixth Grade

### **1. Use all components of music to make a quality expressive performance.**

(Expression/Performance)

- A. Follow words and notes together in a musical score.
- B. Sight read a simple melody.
- C. Sing and/or play multiple line rhythmic notations.
- D. Explain the feeling/mood of a performance piece and strive to express it.
- E. Work together to improve effort and to create a quality performance integrating other expressive elements, such as drama, movement, and costumes.

### **2. Understand the composition of a choir. (Tone Color)**

- A. Name and identify by ear the voices of the choir.
- B. Track a voice's line in a multi-part selection.

### **3. Understand major key signatures in treble clef, the major scale, and major triads. (Melody/Harmony)**

- A. Read C, F, and G major signatures.
- B. Sing a major scale.
- C. Sing major triads.
- D. Sing and read notes on the grand staff.

### **4. Understand the function of time signature and notes values in simple meter. (Rhythm)**

- A. Interpret  $2/4$ ,  $3/4$ ,  $4/4$ , and  $6/8$  verbally.
- B. Identify, sing, and play double and triple meter.
- C. Take simple rhythmic dictation, including whole notes, half notes, quarter notes, and eighth notes.

### **5. Understand several musical phrase forms. (Form)**

- A. Identify and repeated phrases and say/write letters to indicate the form used.
- B. Recognize forms and identify the separate phrases.
- C. Improvise movement to identify and respond to separate phrases.

### **6. Understand and sing music of various styles. (History/Style)**

- A. Know the names and historical origins of the styles.
- B. Explain the feeling, mood, and impact of the music.
- C. Suggest in simple musical terms how the styles are different.
- D. Know the basic facts of a given composer or style and be able to recognize a few famous compositions.

### **7. Watch a musical; critique and differentiate the musical elements. (Musical Culture)**

- A. Use musical terms to express feelings about the musical.
- B. Understand the different elements that make up the musical.
- C. Compare and contrast this musical to other musical that have been viewed in previous years.

### **8. Have useable knowledge of liturgical music. (Liturgy)**

- A. Be able to fully participate in all musical aspects of the liturgy.
- B. Be able to call upon knowledge of liturgical music to help select music for several Church services.
- C. Participate as a song leader at one Church service, either in a small group or alone.

**10. Take care of equipment, be a good audience member, and a good group member. (Audience/Performance Skills)**

- A. Use and store classroom equipment properly.
- B. Show quiet and appreciative attention to the performance of others.
- C. Apply strategies to work towards ensemble singing and performing, including basic rehearsal etiquette and practice.
- D. Use proper posture for singing, playing, and breathing.
- E. Strive to sing in tune and identify when you are not.